

our young children

Department of Health and Social
Security

Home Office

Department of Education and
Science

Scottish Home and Health
Department

Scottish Education
Department



London: Her Majesty's
Stationery Office 1986

This booklet has been prepared by the Department of Health and Social Security, the Home Office, the Department of Education and Science, the Scottish Home and Health Department and the Scottish Education Department. It is to replace 'Not Yet Five', first published in 1942 and 'Play with a Purpose', first published in 1951.



Contents

	Introduction	5
1	Understanding young children	5
2	Introduction to the Group	5
3	Caring for children in Groups	7
4	Personal Care	9
5	Play	10
6	Health and Safety	16
7	Children with special needs	19
8	Food	20
9	Premises	25
10	Staff	26
	Conclusion	26
	Appendices	28
I	Suggested play material	28
II	Suggested quantities of food	29
III	Reference books	30/32
	List of photographs	cover iii

4. *'Pleased to see you'*



Our young children

Introduction

This booklet is addressed to all who have the care of children. It describes the child's basic needs which are normally satisfied in the home and shows how these may be met when the children of several families are brought together for varying periods in private homes or in nursery groups. It may be particularly helpful to parents who feel that their children are ready for experience outside their homes and to those who find it necessary to place their children with other people. Many adults are doing satisfying work caring for children in these circumstances and this booklet may be of value to them.

1. Understanding young children

Learning begins when life begins and will continue throughout life. It is now generally accepted that intellectual and emotional growth are influenced by the people and things around us and that the period of early childhood has special significance, for not only is physical growth faster at this time than at any time later in life but it is during these years that the foundations of personality are laid. Every child needs to be loved and to give love. He needs the opportunity first to form a close relationship with a loving adult normally his mother and later to develop warm relationships with his father and members of his family and with other people in a widening circle. He needs to be able

to mix with other children and to learn through play. In some ways modern living militates against the interests of the young child and, for an increasing number, not all their needs can be met at home. Because of the increase in urban population many families live nowadays in blocks of high flats or in houses without gardens, in crowded conditions where young children's play may be inhibited by lack of space indoors and out and by the need for restrictions on noise. The pace of modern life makes it difficult sometimes for a mother to give enough time and attention to satisfying her children's lively curiosity and need for experiment especially when, as is often the case, she goes out to work or is the sole wage earner. There are, too, some mothers whose inability is the result of mental or physical handicap or illness. Relhousing schemes and the development of new centres of population have often separated young families from their older relatives, thus preventing grandparents from making their traditional contribution to the bringing up of children. In circumstances such as these it may be helpful for a child to spend some of his time in a play group or similar environment where he can be given more scope for his energies.

The general aim of those caring for children who are away from their own homes should be to provide a happy environment with rich opportunities

for play and group activities. This can compensate in some degree for inadequacies in the home care or family background; together home and group care can combine to meet the all-round needs of the young child. Mothering is a fundamental necessity for every child and when it cannot be given by the mother herself through absence or inability it must be given by others; this is of particular importance where the child is very young or where separation is prolonged.

2. Introduction to the Group

When the time comes for a child to leave his mother for part of the day, she can help him to look forward with pleasure to the new experiences which lie before him. She can prepare him by telling him where he is going, talking about the kinds of things he will do there and, in so far as he can understand, the reasons why she has to leave him for a time. He needs also to be told that she will certainly return. It is helpful if she can take him beforehand to visit the place to which he is to go, and to meet the people who will look after him. He may, however, feel insecure and need reassurance from those who will be caring for him. They, for their part, can help by the respect they show towards his parents, by their tolerance where there are cultural or social differences and by the warmth of their welcome to mother and child. People who enjoy being

5. 'Father is very welcome'



with children are best able to help them to settle in the new environment

As this may be the child's first social experience outside the family it is important that the surroundings to which he comes should appeal to him and make him feel at home. Parents bringing a child for the first time may need reassurance that they are acting in his best interests, that they will not lose his love and that the staff will be friendly and helpful. A child should, if possible, attend for only short

periods at first; these can be lengthened gradually as he gains confidence. If the mother can stay for a short time the child benefits from her support and the mother learns about the ways of the group. This enables her to share in some of her child's experiences and to talk to him about them, in this way helping to maintain the vital links between home and his new environment

It is essential to know as much as possible about the kind of life a child has lived and his family background,

the things that matter to him, the way he has been fed, his routine of sleep and how his toilet requirements have been met. All these are as important for babies as for older children and it is worth spending considerable time finding out about them.

3. Caring for children in Groups

The child will probably be in a small group of some five to ten children of different ages with a member of staff



6. 'Coming together'

7. 'Enjoying each other'



assigned to their particular care. Large rooms need not prevent this type of grouping for several small groups can be in one large room, the focal point for each being the adult in charge. Although it was usual in the past to group children according to age, it is now more common for children of various ages to be grouped together as in a family since, with better understanding of child development, it is recognised that physical, intellectual and emotional growth do not advance at the same rate in all children. Children at different stages of development make varying demands on staff and these are easier to satisfy when all the children are not wanting the same kind of attention at once. Another advantage of this kind of grouping is that brothers and sisters need not be separated. Moreover, in a group of mixed ages, children learn easily from each other since imitation is an important factor in learning and they are a source of stimulation to each other. The ability to give and take which is necessary for sound inter-personal relationships is more naturally acquired in a setting of this kind, and the child also has many opportunities to form a close relationship with an adult.

The member of staff responsible for a group can welcome the parents and children of her group when they arrive and will undertake the mothering of the children in her care. This will include helping them with washing and dressing, at meals and at sleep.

Times and in the lavatory; she will also ensure that there are ample opportunities for play and for mixing with other children.

Most needs of children are met within a natural family life and so an ideal day for a group of children will reflect as nearly as possible the kind of day which makes for contentment at home in a place where a child feels safe because he is wanted, in which events follow some familiar order and where he knows that he can turn confidently to a trusted grown-up for anything he needs.

4. Personal Care

Love for a child can be expressed in many ways and not least through the physical care we give him. Not only does this reveal our personal feelings towards him but his self-confidence is strengthened as he develops the capacity to care for himself with increasing independence. The ordinary daily routine offers ample occasion for showing affection and interest whilst encouraging a child's attempts to help himself. Washing, for example, provides this kind of opportunity several times a day and quite young children enjoy splashing in the water and trying to help. Gradually they learn to use taps, to put the plug in the basin and to handle soap, towel and flannel, to wash and dry themselves. It helps if all the toilet articles are within reach, if the water is at a safe temperature and mirrors

placed so that the children can see themselves. Good grooming is completed by brushing and combing hair; children enjoy this too, and can share in it at an early stage. The use of toothbrushes demands careful teaching and so much supervision that it is seldom practicable in a day-time nursery group. To end a meal with a drink of water and a piece of raw apple or carrot is a useful way of cleaning teeth.

People who have the care of young children should be sympathetic in their attitude towards differing patterns of behaviour and should not try to hasten natural development. This is particularly important in helping children to develop control over bowel and bladder since the age at which this can be achieved varies from child to child. Most mothers are able to recognise the stage at which a child can begin to learn good toilet habits and will encourage him at the appropriate time. It is through his close relationship with his mother and his desire to please her that he will gradually acquire good habits. Disturbances such as temporary breaks in the mother and child relationship, jealousy of a new baby or illnesses may cause a return to more infantile behaviour and allowances must be made for this. There is need also to understand difficulties which may occur as a result of premature attempts at training. Until a child is competent to go to the lavatory alone he should have the individual

8. 'Learning to live'



help of a familiar and understanding person.

There are plenty of opportunities for children to learn to dress themselves but patience and encouragement are needed if a child is to acquire the skill of managing his own clothes and to learn, for instance, when and how to take his coat off or to put it on. Frustration and distress often accompany lack of success in learning these everyday skills and when they occur the child needs to be reassured with comforting words and a show of affection. This is particularly so at the end of the day when he is tired and likely to become more babyish in behaviour.

5. Play

Every young child wants to play and play is something more to him than mere enjoyment: he is learning to live and learning to learn. Play is so important to children that it is at once their 'work, thought, art and relaxation'. A child deprived of suitable opportunities for play and of outlets for his natural curiosity may be seriously hampered for life in his intellectual and emotional development and in his capacity to appreciate the variety and interest of the world around him. In fact, modern research indicates the importance of good opportunities for play in childhood as a determining factor in the stability of the adult.

Personal experience of the materials with which he plays and his growing

9. *'Playing with mother'*





10. 'As he learns to crawl and then to walk'

mastery over them can give a child the reassurance and deep satisfaction needed for development at every stage. An environment suited to the play needs of young children which is both happy and stimulating, simple yet of good aesthetic standard, homely yet sufficiently spacious, is perhaps in the light of the trends of modern life one of the most important contributions that can be offered to the present generation.

Play for a very young baby starts with the simple interchange of movements between him and his mother and is part of the expression of loving care and understanding which is his birthright. The baby begins to discover his environment through his senses, by sight, touch, taste, hearing and smell. He needs, therefore, a great variety of safe play material. It is important not to leave the baby without play things or something to watch and it is equally important that there should be an adult near who will respond to him, play with him and appreciate his pleasure in his toys. Good colours and different textures are needed, things which rattle and make interesting sounds, things to grasp and things to cuddle. All play materials should be washable because nearly everything a baby handles will eventually find its way to his mouth.

At first a baby's world is limited by his own physical immaturity, but as he learns to crawl and then to walk his environment enlarges rapidly. While

his balance is unsteady he enjoys moving about on all fours. When he can stand he will soon begin to walk supporting himself with sturdy wheeled toys. At this stage he plays by himself even when among other children but later gradually learns to co-operate with other children and to share his toys. At this time also his curiosity is mounting and with increasing mobility he needs constant supervision to protect him from accidental injury.

Adults caring for children must have sensitivity and knowledge. They should be able to offer a way of life which, while seeming informal, in fact supports and sustains both the children and the adults. An atmosphere of muddle and confusion may lead to anger and tears and so there should be some order in the programmes. It should, nevertheless, allow freedom and flexibility, time for quiet activities, for conversation and story telling, for energetic games and imaginative building, for leisurely exploration of the garden, its plants and insects, for enjoying pets and helping to care for them; time for meals and time for rest, for playing within the nursery group or for getting to know the world outside with one or two young friends and an understanding adult.

Sand and water, clay and paint and other basic materials are satisfying to children from a very early age. At first they enjoy merely handling the materials, then gradually begin to use



11. 'Water play'



12. 'Paint'



13. *'The new baby'*

them imaginatively. Their forms of expression in, for example, painting and modelling, are very different from adult forms and should be accepted as such.

Children who grow up in industrial areas have few opportunities for close contact with the natural world so for them, especially, provision should be made for digging in the soil, watching the growth of plants and caring for animals. Through these experiences they can absorb something of the slow ordered pattern of growth in nature to offset the bustle of life in a city. To explore their environment and their own physical powers children need scope to run, climb, swing, jump, to balance and to build. At first the movement in itself appeals but later children begin to plan and share activities.

Children use their imagination in play to stimulate their thoughts and to express their feelings so they need equipment which is both pleasing in design and easily adaptable for the many different purposes of their play. Simple dressing-up materials, for example, are usually easy to obtain and provide for the children a means of coming to terms with new experiences which are causing them anxiety or aggressive feelings. On the other hand, they also find satisfaction in doing real jobs and can greatly enjoy laying tables, fetching and carrying, washing up small articles, helping in the kitchen or having a share in the care of domestic animals.

Wood in different shapes and sizes, cloth and scrap materials can encourage children to experiment in creative work; simple musical instruments offer possibilities for exploring sounds and rhythms; the effect of light catching the water in an aquarium can fascinate children almost as much as the movement of the creatures in it. The preparation of an environment offering such varied opportunities is an important part of the adult's contribution to the children's play. Experience will help her to sense when to leave a child to experiment and work on his own and when to supply some additional materials for his widening interests.

Both at home and in the wider world beyond the young child needs people to talk to, people who will talk to him and ask him questions and stimulate his thinking. It is only if the adult shows interest and takes time to listen that a child is encouraged to speak. At first he may communicate by sign and gesture or simple words but later when he is able to talk about his experiences he can be helped to enrich his vocabulary with new words. His feeling for language can be heightened by introducing him to poems, stories and songs; these can also give him particular delight and comfort in his varying moods. All this is a source of enjoyment for children and an introduction to the fascination of words and sounds and indeed to our literary heritage. It is now accepted that the natural and best way of

acquiring language is for children and adults to talk together and that language is essential for children, not only to express their thoughts, but also to develop their thinking and reasoning powers.

By observing play and understanding its significance adults can recognise and meet children's needs at different stages of development. Each stage has its own character, its particular values and satisfactions for the child and evolves naturally from the previous stage. Attempts to hurry a child through one stage to another—to bring him on—can be as harmful as total neglect. Children do not all grow at the same rate nor to the same pattern. They seem to thrive best when free to grow at their own pace, to find the way of life most suitable for them. If they are provided with adequate experiences in a suitable environment they constantly astonish by the intensity of their interest and by their capacity for perseverance at self-appointed tasks, often of considerable complexity. These 'built-in' drives to learning are the gifts of childhood; whether these gifts are wasted or well spent depends largely on how understandingly they are handled. Knowledge must therefore be acquired and understanding cultivated by adults who will have the care of young children. It is well to remember, too, that there are strong inner forces which can be naturally and harmlessly expressed in childhood but which, if suppressed, or given insufficient



14. 'Playing with junk'

outlet can lead in later life to feelings of inadequacy or to socially undesirable expressions of competitiveness and self-assertion. Children are growing up in a changing society and their ideas and attitudes may be difficult for an older generation to appreciate. Yet they depend upon adults to help them on their way into the future and it is in play that their thoughts and feelings and their readiness for some new experience can be revealed. Respect for a child's developing personality and belief in his unique and individual capabilities will guide the adult as to the kind of experience to offer, the amount of help to give.

6. Health and Safety

Infection

When a number of children spend some time together particular safeguards for their health are needed. Young children are especially susceptible to respiratory infections and gastro-enteritis. Nessel infections are common and the discharge is very infectious; the use of paper tissues can minimise the spread of infection provided they are disposed of quickly and efficiently. The surest way of preventing the spread of bowel infection is through washing hands with soap and water after using the lavatory or attending to children, and always before handling food. It is helpful to provide paper towels or towel dispensers for use by the staff.



Unless disposable materials are used, each child will need to have his own face flannel and face towel hung in such a way that they do not touch those of other children.

Immunisation

It is important to know if the children are protected by immunisation against infectious diseases and, if not, mothers should be urged to arrange for this to be done. It is unwise to have an unprotected child in a group. The medical supervision of all young children is important and family doctors, local authority clinics and health centres are available for this.

Accidents

Protection also includes guarding against accidents. In planning daily living precautions should be taken to avoid danger from fires by providing strong fixed fireguards and from gas and electricity by seeing that taps and switches are safe. High windows and heavy doors need safeguards; household disinfectants, medicines and tablets should be out of reach of children. A lockable first-aid cabinet should be available, this also placed out of reach of the children. Advice on suitable contents can be obtained from the Child Health Service.

When cots are provided the spacing of the bars should conform to the recommendations of the British Standards Institute. Standing carry-cots can be dangerous unless care is taken to see that they are perfectly stable.



16. 'Telephone'

Meals and Clothing

The child's personal health and well-being are dependent on many factors, some of which have already been mentioned. They also include nourishing and attractive meals, adequate activities both in and out of doors and opportunities for rest. Regular habits should be encouraged and attention paid to warmth and comfort, cleanliness, space, light and fresh air. The provision of suitable clothing, head covering, play coats, dungarees, cotton frocks and sun suits will enable the children to play comfortably wherever they are.

For outdoor play firm, well fitting shoes and Wellington boots will be needed.

Sleep and rest

A good night's sleep is essential in order that the child may enjoy to the full his day's activities. Very young children may also need a nap in the morning or afternoon, but children vary considerably, some showing no apparent need during the second year whereas others seem to need this extra rest even in their fifth year. When children attend a nursery group for half-days it is wise to have some comfortable place in the playroom where those who need to may rest. Children who attend for long periods in the day, especially those who come from overcrowded homes, may need not only to have a rest but also to sleep. In all cases provision should be based on the needs of the individual child. If the atmosphere is calm and the children content, the beds warm and

comfortable, those in need of sleep will soon drop off. Quiet activities should be available for those children for whom a sleep is not considered necessary.

The child's physical health cannot be separated from his emotional well-being and a child who is secure and happy is less likely to suffer ill-health. In any group of children there are some who will demand more attention than others; this may represent a passing need or may be of greater significance calling for expert advice.

7. Children with special needs

The number of handicapped children in the community is increasing and we may find one or two in most nursery groups. All these children should be under the supervision of the family doctor or Child Health Service in order that advice and help on their management may be readily available and their progress kept under continual review. If there is any doubt about the management of a particular child the health visitor or family doctor should be consulted.

Whatever his disability the young handicapped child has the same basic needs as other children. Above all, he needs to feel loved and to feel secure. He needs to be given every opportunity to learn through everyday experiences and the companionship of other children so that he can make sense of the world around him and

develop into a busy, contented, independent person. Most of all, while he is learning to help himself and live happily with other people, he needs to have fun. Caring for the handicapped child may require infinite patience and make considerable demands upon his family. He needs to be cared for by people who are imaginative in their understanding of his individual disability and difficulties and who can encourage him to develop his capacities to the full.

Occasionally, a particularly handicapped child may be placed in a nursery group and consideration must be given to his special needs. A blind child will learn mainly through touch, hearing and spoken explanation. From the earliest age he must be allowed to move about, to handle, smell and taste the many objects that make up his surroundings. It is not always sufficiently understood that in getting to know and recognise people he will need to feel and touch them more than sighted children do. Feeding, especially at the weaning period, can present difficulties and it is particularly helpful for him to use his fingers, to feel the food and its consistency and to hold his mother's hand as she puts the spoon into the food and conveys it to his mouth. Sound is an especially important means of communication and it is helpful to speak or sing when approaching him. In order to develop his listening powers, he needs abundant experience in playing with

things that make various sounds. Because he cannot see faces and expressions spoken language is more difficult for him to acquire and great attention should be given to helping him to speak. A blind child will require very detailed explanations of new situations and experiences. Given this help he can grasp the meaning of what goes on around him by listening, asking questions and then by experimenting. Domestic affairs are an endless source of interest to him and he should be actively involved in them.

Varying degrees of deafness occur in young children and may easily be missed. Deaf children may be slow to learn speech and may appear unresponsive and it is very important to avoid the mistake of thinking they are mentally handicapped. When there is any suspicion that a child's hearing is not normal help will be needed from the family doctor or Child Health Service. If the hearing loss is not recognised until later on the child will need help to experience the sounds and associated sensations which he missed in babyhood. Most of these children possess some residual hearing which can be amplified by a hearing aid; expert guidance is available for helping the child to use it and to learn to speak. His interest must be constantly sought and stimulated for he is as naturally active and curious as hearing children. Deaf children may become exceedingly frustrated by their difficulties of communication

and may show this in angry outbursts and destructive behaviour. The people caring for them need to understand and tolerate this behaviour and to see that the children have outlets in their play for their strong feelings. Some deaf children delight in their ability as mimics.

Children with deformities of the kind which result in restricted movement must be encouraged to be as active and independent as their disabilities allow, no matter how slow and clumsy they may appear. Although their movements may be slow and difficult these children are usually sociable and greatly enjoy the companionship of other children.

Young mentally handicapped children who are not severely affected resemble normal children more than they differ from them. They can often benefit from being with other children and from the warm praise and company of people they know. Creative activities and the experience of using all the familiar materials offered to normal children will help the mentally handicapped to develop their own potential abilities. Progress will be slower and more hesitant than other children's but given the chance, they will gain confidence and be ready to tackle new situations. They should be allowed to behave according to their mental rather than their chronological age.

It is worth remembering that with many handicapped children their ability is greater than their disability;

nevertheless, the decision to admit a handicapped child to a group should be made in full knowledge of what this entails for all concerned.

8. Food

Meal times

Good eating habits begin in childhood and are best acquired when children share meals with adults who themselves enjoy good food. A meal time should be free from hurry and strain, a time when everyone can eat and talk and enjoy the food together. It will usually be a pleasant occasion if it is served punctually and quickly so that food remains hot and appetising and children do not become bored, tired and crotchety by waiting. When children of different ages are having meals together in small groups the adult is able to serve and supervise those who are fairly independent and give extra help to the remainder who lack skill in using spoons, forks and knives. There is a natural stage when children want to use their fingers and to be messy when eating and, if tolerated calmly, this is soon followed by delight in the achievement of doing as the grown-ups do. In times of stress children may return to babylike behaviour which calls for special understanding and help.

Children often enjoy preparing for meals, washing and tidying themselves and laying the tables, carrying water, jugs and beakers and arranging the cutlery. Much can be gained from

17. 'Discovery'



the conversation that takes place, the warmth of the relationship created and the skills and judgements that grow from these experiences. A young baby needs his mother's or her substitute's undivided attention at feeding times, and weaning is often made easier if the baby continues to sit on her lap when feeding and is only very gradually introduced to a high-chair and to sharing her attention with others.

Planning meals

When planning meals for children in any kind of nursery group it is wise to ask their mothers about the kind of meals they have at home and the times at which they are served. Rarely, a child who leaves home very early may need to be given breakfast on arrival, and similarly a child who returns home late may by then be too tired for a meal and so may need one before he goes home.

Sometimes a child is given sweets or snacks to bring to the nursery to ease the parting from his mother and this may be allowed for a time. Nibbling between meals may, however, have a detrimental effect on teeth and take the edge off the child's appetite for his main meal, and the practice should generally be discouraged. Drinks of milk or orange juice, if served, should be given well before the meal or included with it. Water to drink should always be available at meal times.

Variety

Those experienced in providing children's meals will know how important it is to introduce from an

early age new flavours and textures in small quantities to provide constant variety. This is not only nutritionally sound but helps to educate the palate to savour many enjoyable foods.

Problems

Many mothers naturally feel anxious that their child may not be getting enough to eat and it is quite usual for children to exploit this anxiety. Troubled meal times can easily arise where a child comes to dictate to an anxious mother and this pattern may be carried into the nursery situation and needs to be recognised. Calm acceptance of this behaviour by an understanding adult will help the child to enjoy the food she offers. Some children find solace in overeating and may become over-weight; but once the habit of over-eating is established and obesity occurs it may be impossible to control and remain an embarrassment throughout childhood, adolescence and later life. Medical opinion may have to be sought for these children but the stimulating play activities suggested elsewhere in the booklet can help to turn abnormal concern for food towards other satisfying interests.

Food values

Sound feeding is dependent on some understanding of food values and the fundamentals are described below: Proteins are essential for body building and are found in milk (fresh and dried), eggs, meat, fish and cheese. Bread, flour and cereals all make some contribution as do peas and



beans. Wear and tear on the body continues throughout life, but in childhood there is also rapid growth. This is why a child's need for body-building foods is proportionately greater than that of an adult.

Carbo-hydrates produce heat and energy (calories) and the foods containing them are often cheap. For this reason there is a tendency for too much of them to be given. Sugar, for instance, is sometimes used to excess in making certain foods palatable; it provides calories but has no other nutritional value whilst bread and potatoes contain other nutrients.

Fats are the most concentrated energy-producing food and they are also the most satisfying because a meal containing fat is more sustaining than one without. Some children, however, find fatty foods indigestible.

Mineral salts and vitamins are required to help the body to run efficiently.

Calcium, together with vitamin D, is essential for good bone and tooth formation. Foods rich in calcium are milk, cheese, green vegetables, water-cress and bread. Mineral salts are not destroyed by heat but some dissolve into water during cooking; it is desirable, therefore, to use the smallest possible amount of water in cooking and to save the liquid to use it in making gravies and soups.

The necessary vitamins are generally obtained from a good mixed diet, but for some children vitamin supplements such as cod liver oil and



19. 'Resting'

orange juice may be needed and can be obtained from local health authority clinics and health centres.

In planning meals the aim should be to provide first the essential nutrients. These can be supplemented by other foods if the child is still hungry. Foods containing the essential nutrients tend to be expensive but it is important to ensure that each child has enough of them every day. Suggested quantities can be found in Appendix II.

There are two points about the preparation of food which are often overlooked. One of these is that potatoes and other vegetables should always be prepared and cooked as near as possible to the time of serving because essential vitamins are lost when vegetables are left soaking in water for a long time, when they are cooked too long and when they are cooked too early and kept hot. The other is that reheated meats are a source of danger since harmful germs rapidly multiply in them. The meat is also less palatable and loses some of its nutritional value.

Hygiene

A high standard of personal hygiene and domestic cleanliness must always be maintained by those preparing and serving food.

9. Premises

The premises in which children are cared for are important to them because children are responsive to

their total environment. Rooms should be clean, warm, light and airy, comfortably furnished and decorated so as to make them homely. The height and reach of the children must be considered when arranging furniture, toys and pictures. There should be sufficient space in and out of doors to allow for all the activities referred to in this booklet. The garden should offer opportunities for vigorous outdoor play.

Where a few children are cared for in a family setting it may be necessary to make small adaptations to meet their needs. For instance, large pieces of furniture can be moved to give more floor space for play. Where carpets are fixtures it may be helpful to cover the areas used for messy play with waterproof material. As already indicated in Section 6, safety is an important element and care and supervision of the children in all areas of the house and garden are essential. Heating apparatus must be adequately guarded, doors and gates to the street made secure. Treasured possessions are best put away as inevitably breakages will occur when young children are about.

Where children are cared for in larger groups, either within the home or in other kinds of buildings, premises and equipment should be similar to that found in local authority nursery establishments.

All those interested in caring for other people's children in small or large groups should consult the appropriate

officers of the local authority at the Town Hall or County Offices about the standards that will be expected for their particular project. There are regulations which are slightly different according to the age of the children, the length of time they are cared for and the Acts under which registration must be made.

10. Staff

Staffing standards may be laid down for the various types of nursery establishments administered by local authorities, voluntary organisations and private concerns, and as with premises and equipment, those interested in caring for other people's children or setting up nursery groups should consult the local authority officers at the Town Hall or County Offices about the standards that will apply for their particular project. These officers will be able to give details also of the various types of training courses and where these are available.

Some other ways in which help and advice can be obtained by those concerned in looking after children include radio and television programmes, attendance at series of lectures and discussion groups. For those interested in a career in the care of children, a recognised professional training will be necessary. In this booklet some of the appeal and some of the characteristics of young children have been indicated. The

needs of young children who are cared for apart from their parents have been specially discussed and the contribution made by adults has been stressed because the quality of care given is of supreme importance.

Conclusion

Young children, whether our own or other people's, are always fascinating. In recent times increasing knowledge has enabled us to enter more fully into the world of childhood. Fundamentally children have not changed, they need to be loved and cared for. An old proverb says that 'a thousand mile journey begins with the first step'. This booklet does not claim to be exhaustive but it may help with the first steps, the steps which lead from the home to a wider world where the grown-ups who are caring for young children have a sense of fitness and proportion, know when to give and when to withhold, when to see the baby in the child, and when to respond to the man that he is to be.

20 *'Into the future'*



Toys, particularly for the youngest children

Soft balls, cuddly toys, suspended toys, bells, bobbins, rattles, nesting and fitting toys, empty tins and things to fill them, wheeled toys to push and pull.

Out of doors

Trees, sloping ground, winding paths, low walls, broad steps, plots of ground to dig in with simple gardening tools, wheelbarrows, tree trunks and planks to climb on, nesting bridges with planks, ladders etc.

Building

Boxes, barrels, planks, tyres, bricks of all shapes and sizes, collections of small toys e.g. cars, farm animals etc., constructional toys of good quality materials.

Provision for exploring and experimenting

Sand, sawdust, spades, pails, simple moulds, water, tubing, funnels, different size containers, sieves, floating toys, clay, paint, brushes of varying sizes, easels, wood, hammers, nails, scrap materials, cloth, paper of all kinds, newsprint, wallpaper etc, scissors, paste, string, jigsaws, puzzles.

Home and family play

Dressing-up clothes, lengths of material, coats, dolls, prams, soft toys, telephone, table, chairs, cooker, cups and saucers, pots and pans, baking

and cooking utensils, pails, basins, brushes, ironing boards, assortment of things for balancing and weighing, baskets, cartons filled to correct weight, purses, money.

Books

Picture books, story books for children's use and for storytelling by the adult. Attention should be paid to the quality of story and illustration.

Sound and Music

Good quality percussion instruments, drums, tambourines, bells, chime bars, gongs and musical boxes.

Some of the most useful play materials are also the cheapest and easiest to acquire while some expensive toys are of little lasting interest.

Variety of materials and their intrinsic challenge and attraction to young children should be the guiding factors in the choice of playthings.

It is important to ensure that each child has a minimum of the following every day :

1 pint of milk
2 portions of the following protein foods:
Meat
Fish
Egg
Cheese

(Of these protein foods, it is suggested that one portion is served with the mid-day meal, one half portion at breakfast and the other half at tea ; variety is essential)

plus:
1 portion of green vegetable
1 portion of root vegetable
1 portion of potato
Water to drink

In addition, children should have :

Butter, margarine
Saled, fruit (raw and cooked)
Hard rusks, raw carrot, celery or apple
(to encourage chewing)
Bread and cakes, preferably of whole-meal flour ; preserves (to satisfy appetite)

The proteins referred to will be given in the correct quantities if you buy as follows :

1 lb meat or fish or bacon (trimmed, cooked) provides five portions
1 lb meat or fish or bacon (with bone, uncooked) provides four portions
1 lb liver (uncooked) provides five portions
1 large egg provides one portion
1½ oz cheese provides one portion

The following list offers a few suggestions for further reading, most of which can be obtained from a Public Library on request.

*more advanced

General development and care

- | | |
|---|--|
| Gessell, Arnold and
Ilg, FL | *Infant and Child in the Culture of
Today
(Harcourt Hamilton) |
| Hamming, James and
Balis, Josephine | The Child is Right
(Longmans) |
| Isaacs, Susan | The Nursery Years
(G. Routledge and Sons) |
| Illingworth, Professor Ronald and
De Cynthia | *Babies and Young Children
(Churchill) |
| Isaacs, Susan | Troubles of Children and Parents
(Methuen) |
| Isaacs, Susan
abridged by Dorothy May | *Social Development in Young
Children
(Routledge & Kegan Paul) |
| Sheridan, Mary D | *The Developmental Progress of
Infants and Young Children
(HM Stationery Office) |
| Tudor-Hart, Beatrix | *Learning to Live
(Thames and Hudson) |
| Tracey, Susan and
Norman, Archibald P | British Red Cross
Maternal and Child Welfare
(BRCS) |
| Winnicott, DW | *The Child, the Family and the
Outside World
(Penguin Books) |
| Woodward, OM | The Earliest Years
(Pergamon Press) |

Educational

- | | |
|----------------|---|
| Bailey, Eunice | Discovering Music with Young
Children
(Methuen) |
| Blackie, John | Inside the Primary School
(HM Stationery Office) |

Educational	Colwell, Eileen	to begin with ... (books for young children) (Kenneth Mason)
	Gardner, DEM	The Education of Young Children (Methuen)
	Hegeler, Sten	Choosing Toys for Children (Tavistock Publications)
	Lee, RS	*Your Growing Child and Religion (Penguin Books)
	Malterson, EM	Play with a Purpose for Under-Sevens (Penguin Books)
	Molony, Eileen	How to Form a Play Group (BBC Publication)
	Pickard, PM	*The Activity of Children (Longmans)
	Sheehy, Emma Dickson	There's Music in Children (Holt)
Sociological	White, Dorothy Neal	Books before Five (OUP)
	Allen of Hurtwood, Lady	Planning for Play
	Central Advisory Council for Education	Children and their Primary Schools Vol.1 (Plowden Report) (HM Stationery Office)
	Stevenson, Olive	Someone Else's Child (Routledge & Kegan Paul)
	The Housing Centre	Two to Five in High Flats (The Housing Centre)
	Yudkin, Simon	*0-5 a report on the care of Pre-school Children (National Society of Children's Nurseries)

Children with Special Needs

Burlingham, D and
Freud, A

**Infants without Families
(Allen & Unwin)*

Home Office

*The Needs of Young Children
in Care
(HM Stationery Office)*

Noble, Eva

**Play and the Sick Child
(Faber and Faber)*

OMEP (World Organisation for
Early Childhood Education)

*Play in Hospital
(OMEP c/o Housing Centre)*

Robertson, James

**Young Children in Hospitals
(Tavistock Publications)*

**Pamphlets and Circulars on the
needs of Young Children are
obtainable from:**

Her Majesty's Stationery Office

PO Box 569
London SE1
or at the addresses shown on the back
cover

National Froebel Foundation

2 Manchester Square
London W1

National Association for Mental
Health

39 Queen Anne Street
London W1

National Society of Children's
Nurseries

45 Russell Square
London WC1

Nursery School Association of
Gt Britain and Northern Ireland

88 Stamford Street
London SE1

Pre-School Play Group Association

87A Borough High Street
London SE1

The Save the Children Fund

29 Queen Anne's Gate
London SW1



Photographs

	Caption	Credit to	Page
1	(cover)	P Calderara	
2	(frontpiece)	Miss AA Babo	
3	'Reading'	Cedric Barker	2
4	'Pleased to see you'	Mrs JI Jeffard	4
5	'Father is very welcome'	W Gullachsen	6
6	'Coming together'	Crown copyright	7
7	'Enjoying each other'	Crown copyright	8
8	'Learning to live'	Crown copyright	10
9	'Playing with mother'	Guy's Hospital	11
10	'As he learns to crawl and then to walk'	National Children's Home	12
11	'Water play'	Crown copyright	13
12	'Paint'	Crown copyright	13
13	'The new baby'	Thames Television	14
14	'Playing with junk'	Bristol Education Dept	16
15	'The use of junk materials'	Thames Television	17
16	'Telephone'	Thames Television	18
17	'Discovery'	Cedric Barker	21
18	'For they have their own thoughts'	Cedric Barker	23
19	'Resting'	W Gullachsen	24
20	'Into the future'	Crown copyright	27